

ERIC REPORT RESUME

ERIC ACC. NO. LED 035 779				IS DOCUMENT COPYRIGHTED? YES ☐ NO ☒	
CH ACC. NO. AA 000 482	P.A.	PUBL. DATE Mar 70	ISSUE RIEJUN70	ERIC REPRODUCTION RELEASE? YES ☐ NO ☒	LEVEL OF AVAILABILITY I ☒ II ☐ III ☐
AUTHOR Jablonsky, Adelaide, Ed.					
TITLE School Dropout Programs: A Review of the ERIC Literature. ERIC-IRCD Urban Disadvantaged Series, Number 10.					
SOURCE CODE BBB00899	INSTITUTION (SOURCE) Columbia Univ., New York, N.Y., ERIC Clearinghouse on the Urban Disadvantaged				
SP. AG. CODE RMQ66000	SPONSORING AGENCY Office of Education (DHEW), Washington, D.C.				
EDRS PRICE 0.25;1.60	CONTRACT NO. OEC-0-9-420088-2327(010)			GRANT NO.	
REPORT NO.			BUREAU NO.		
AVAILABILITY					
JOURNAL CITATION					
DESCRIPTIVE NOTE 30p.					
DESCRIPTORS *Annotated Bibliographies; *Dropouts; *Disadvantaged Youth; * Dropout Programs; *Dropout Problems; Program Design; City Wide Programs; State Programs; Counseling Programs; Guidance Programs; Summer Programs; Delinquents; Federal Programs					
IDENTIFIERS Elementary Secondary Education Act Title I Program; ESEA Title I Programs; College Discovery And Development Program; CDDP; Project Achievement Motivation Development; Upward Bound Programs; Outward Bound Programs					
ABSTRACT The second of a series of five reports of selected literature included in the ERIC system (three of which have been completed), this bibliography carries extensive annotations, and a brief review of program descriptions and evaluations relating to the school dropout. The bibliographical listing is in four sections: state and city reports, programs designs, counseling and guidance programs, and summer programs. See "The School Dropout" and "The School Dropout and the World of Work" for related documents by the same editor. (RJ)					

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

ERIC-IRCD URBAN DISADVANTAGED SERIES

Number 10, March 1970

SCHOOL DROPOUT PROGRAMS

A REVIEW OF THE ERIC LITERATURE

Adelaide Jablonsky, Ed.D.

Senior Research Associate
ERIC-IRCD
Horace Mann-Lincoln Institute
Teachers College
and
Associate Professor
Ferkau Graduate School of
Humanities and Social Sciences
Yeshiva University
New York, New York 10003

ERIC INFORMATION RETRIEVAL CENTER ON THE DISADVANTAGED

Horace Mann-Lincoln Institute • Teachers College • Columbia University • New York, N.Y. 10027

This bibliography is one in the ERIC-IRCD Urban Disadvantaged Series produced by the ERIC Information Retrieval Center on the Disadvantaged under Contract OEC-0-9-420088-2327(010) between the U.S. Office of Education and Teachers College, Columbia University. It has been assigned the ERIC-IRCD accession number UD 09901, and is available without cost from ERIC-IRCD during the period immediately following publication; thereafter, it can be obtained from the

ERIC Document Reproduction Service (EDRS)
National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

In ordering from EDRS, use the document's assigned ED number. The bibliography will be abstracted in a monthly issue and announced in the semi-annual and annual indexes of Research in Education (RIE). Its ED order number will be listed in these indexes or can be obtained by writing to ERIC-IRCD.

This bibliography was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

MARCH 1970

Table of Contents

Introduction	vii
The School Dropout: Program Descriptions and Evaluations	1
Document Availability	5
Bibliography	
State and City Reports	7
Program Designs	13
Counseling and Guidance Programs	18
Summer Programs	24

Introduction

The phenomenon of the "school dropout" is a product which has been forged by several converging forces during the last several decades. There was little concern in this country with dropouts before child labor laws inhibited the omnivorous industrial establishment from utilizing children and adolescents for its less skilled tasks. The youth who left school because of poverty in order to apprentice himself to an artisan, craftsman, or mechanic was doubly rewarded, by an appreciative family and by an enhanced self image. Those children who were lucky enough to get an apprenticeship were set for life once it was completed. They emerged as skilled craftsmen. Rural and urban youth were urgently needed for the innumerable unskilled and semi-skilled jobs opening up in an expanding industrial economy. These facts also applied to girls who were needed for menial jobs in textile factories, clothing manufacturing firms and as domestics. There were jobs which needed to be filled, albeit low paying ones, and most young people had little choice but to opt for work instead of for an education.

As late as the 1920's less than 20 percent of school-aged youth completed a high school program. In the intervening years however the development of strong unions which protected their workers from the use of lower paid youth, the greater technological advances which increased production with less manpower, the population expansion resulting from higher birth rates rather than from adult immigration, the shift of emphasis from unskilled to skilled tasks, and the enforcement of compulsory education laws have compelled youth to either submit to an extended dependent role as students or to accept one of the possible alternatives, such as low-paying employment, idleness, or delinquency. None of these are optimal and all place a youth in the category of "school dropout."

The conscience of government, industry, and the educational system has been aroused by this problem and by the consequent problems of wasted human potential and delinquency. Measures have been proposed and implemented with varying degrees of effectiveness. In an attempt to clarify the current status of these measures, IRCD has prepared five reports of selected literature included in the ERIC indexes of documents (Research in Education) which are available on microfiche.

This review and annotated bibliography is one in the series which includes:

The School Dropout	UD 09 900
School Dropout Programs	UD 09 901
The School Dropout and the World of Work	UD 09 902
The Neighborhood Youth Corps	UD 09 903
The Job Corps	UD 09 904

In addition to the above, the IRCD Bulletin, volume IV no. 4, September 1968 The School Dropout Today by Abraham J. Tannenbaum, Ph.D., ED 028 209, includes an appraisal of the factors contributing to the problem and a bibliography. For an extended paper on this topic see ED 021 888.

A Bibliography of Selected Books on the School Dropout, UD 09 905, includes references to current available published literature and documents in the local IRCD library.

For references concerning the years 1960-1965 a rather comprehensive resource is A Bibliography of Published and Unpublished Vocational and Technical Education Literature, CORPLAN Associates, Chicago, Illinois. June 1966. ED 018 531.

The Bibliography on Urban Education, Harvard University, Cambridge, Massachusetts, April 1966, includes references from 1961-1965.

The School Dropout:

Program Descriptions and Evaluations

State and City Reports

The first section of this bibliography includes reports by states and local communities on their comprehensive programs to improve the education of children from low-income families. Several reports on the impact of the Elementary and Secondary Education Act Title I (1965) on compensatory education and other related services demonstrate a wide variation in types of programs with little formal evaluation of results. This was characteristic of Title I programs in the first years following implementation of the Act. It is only recently that programs are being required to justify their continuation by proof of effectiveness.

It becomes clear that economic factors are influential in shaping educational policy in the United States. The granting of federal funds prompted action to improve education of the poor, to integrate schools and their staffs, to lower the entrance age, to accommodate student mobility, to provide additional services (physical education, health, recreation, guidance and counseling services), to initiate lunch and breakfast programs, to involve parents and community agencies in planning and implementation of projects and policies, to revise curriculum, to provide diagnosis and remediation for learning disabilities, to provide inservice education for teachers to improve human relations and to enhance teaching effectiveness, to institute or improve school library, and other resources to stimulate innovation, to extend the school day, to accommodate different language and cultural characteristics of students, to provide prevocational and vocational experiences, to revise grading and retention practices, and to appreciate the need to build the self-concepts of disadvantaged children and youth through guided success in learning.

Program Designs

The descriptions of individual programs indicate three special foci. The first is on counseling and guidance and school adjustment which are discussed later in this report. The second relates to vocational preparation and is discussed at length in "The School Dropout: The World of Work," UD 09 902. The academic focus is on communication skills: reading, writing and speaking.

Most effective programs include all three elements and frequently add others such as, creative activities, arithmetic, home economics, industrial arts, physical education, and community service. Almost all programs provided a smaller student-teacher ratio and many include some degree of individualizing of instruction with careful diagnosis of difficulties and needs and specific prescription of remedial and enrichment experiences.

There was special emphasis placed on teachers generating an atmosphere of positive and genuine acceptance of students.

In the teaching of reading to older non-readers much emphasis is put on providing books and other materials at the interest level of the learner. In order to overcome dialect and other language problems, it is suggested that enriched language experiences be provided to supply maximum contact with standard American English. In this way vocabulary, pronunciation, syntax and idioms can be improved. The earlier this environment is provided the better; however, care must be taken to avoid making the student feel that he and his language are being rejected.

Counseling and Guidance Programs

In most high schools in this country a ratio of several hundred students to each guidance counselor exists. This provides only superficial help to those students at either end of the behavior-performance spectrum. College-bound students are helped with their applications to universities, while students who are not achieving or who are misbehaving are cautioned about the consequences of their acts. At best, the mass of students in the center is provided with group sessions for discussing life goals, morals, values and other personal affairs.

At the junior high school level, where divergent behavior leading to dropping out of school becomes overt for many students, the provision of guidance services is even less abundant and effective than in high school. Very few schools offer guidance services in the elementary schools where the seeds of school failure sprout. Fortunately, more specialists are beginning to enter this field. Almost without exception the most successful programs for school dropouts provide a strong guidance component with a reasonable load of advisees. Where programs have demonstrated strong holding power, the counselor has reached out to the student and has worked with the parents. Together they have tried to develop a realistic and meaningful outlook about the youth's future which helps to reverse the self-defeating attitudes generated by experiences with the traditional patterns of school failure. Attitudes toward

authority are modified and aggression controlled through supportive relationships with counselors, social workers or psychologists. Peers also play a crucial role in the process for retraining. Also, small, integrated, concentrated programs are usually more successful than those added as adjunct services in large school settings.

Isolation from specific elements of the dominant culture may be overcome by the use of trips, projects, lectures, discussions and role playing to impart less provincial social and esthetic values. If the youth can see his personal complaints in relation to general human needs he may be able to understand his role in his total environment. As a consequence he may then be able to change his role and contribute to changes in his environment.

Not all programs are able to bring about both academic improvement and personal growth. Often this is so because programs are too limited in resources and duration. One week, one month or even one year can only temporarily patch up deep-seated troubles. That some such programs do sometimes show significant results leads to a better understanding of the tasks education must face realistically now and in the future.

Summer Programs

The six summer programs included in this bibliography varied so greatly in the population served and the programs offered that a general statement of outcome is difficult to formulate. Any summer program completely isolated from the offerings during the school year can at best be palliative, at worst a continuation of the frustrations of traditional schooling and often a discouraging contrast to the school year.

The summer can offer the unique aspects of in-residence schooling in an enriched environment with social and leadership development as a prime goal and academic skill or content enhancement as a concomitant factor. College campuses and staff, rural camp sites and local personnel, extended trips with speciality programs in photography, art, music using professionals as staff can sometimes reach the child with unidentified or divergent interests. Here also are unlimited opportunities for problem-solving curriculum and for interpersonal-interactive learning environments.

Perhaps it is near-sighted to discuss these possibilities as limited to summer programs. Why not all year long?

DOCUMENT AVAILABILITY

Most of the documents cited on the bibliography which follows are available from the

ERIC Document Reproduction Service (EDRS)
National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

in microfiche (MF) or hard copy (HC). Microfiche is a 4 by 6 inch sheet of film containing up to 60 pages of text; special readers are required to read the microfiche. Hard copy is paper photo copy or facsimile of the original document, with the print size 70 percent of the original. It is packaged with a paper cover and is soft bound.

In ordering from EDRS, use the document's assigned ED number (e.g. ED 017 964), and indicate the type of reproduction desired (microfiche or hard copy) and the number of copies being ordered. Payment must accompany orders totaling less than \$5.00. There is a special handling charge of 50 cents on all orders and a 25 percent service charge on all foreign orders. Orders from states which have state sales tax should include payment or appropriate tax exemption certificate. Some documents cited are not available from EDRS although an ED number has been assigned to them. They should be ordered from their source, which is indicated in the citation.

STATE AND CITY REPORTS

California University, Berkeley. Different But Equal: A Special Report. 1967
ED 020 984 (MF - \$0.25; HC - \$1.10)

Presented is an informal review of research sponsored by the University of California on improving the education of the state's disadvantaged children. Various projects are exploring (1) attitudes and self-image among Negroes, (2) the relationship between social class, attitude, and achievement, and (3) the school experience of Mexican-American children. Other studies are concerned with (1) school desegregation and quality education, (2) the cultural gap between middle-class teachers and lower-class students, and (3) language skills and dialect differences.

Chicago Board of Education, Illinois. Promise and Possibility: A Report on the District 11 Special Project, 1960-64. 1965. 94p. ED 017 553 (MF - \$0.50; HC - \$4.80)

This report describes a special project in some disadvantaged public schools in a Chicago school district. Overage, underachieving elementary school pupils were offered year-round special instruction and an after-school program which provided vocational skill training, cultural activities, and part-time jobs. The primary goal of the project was to develop an effective educational plan to reduce the number of overage students, improve their performance, and increase their potential for high school work and/or vocational training. All of the overage students in the district were concentrated into upgraded classes in three schools. Included in the project was a parent program which consisted of orientation meetings, special classes to upgrade job and communication skills, leadership training, and counseling of various kinds. The report outlines the instruction of the overage students and of some teenage dropouts, and describes the staff, organization, and administration of the project. The effectiveness of various aspects of the project is also discussed.

Dade County Public Schools, Miami, Florida. A Study of Dropouts, 1960-1967 (Follow-Up of "A Study of Dropouts, Dade County Public Schools, 1960-1963"). Research Report, Volume 15, Number 8, 1967-68. 1968. 54p. ED 027 348
(MF - \$0.25; HC - \$2.80)

The document is a followup, report on dropouts from Dade County, Florida, public

schools. It appears that the county's dropout rate is less than the national one. Findings are also presented in 25 tables and an appendix. (See Gillingham below for earlier report.)

Delayo, Leonard. Summary of Title I, ESEA Services. Sante Fe: New Mexico State Department of Education, 1967. 84p. ED 018 521 (MF - \$0.50; HC - \$4.30)

The compensatory education activities for 55,507 disadvantaged students in New Mexico's public and nonpublic schools are listed in this report. Of New Mexico's 90 local schools districts, 69 reported that their disadvantaged students demonstrated a classroom reading performance which was significantly below grade level and 60 reported that many students had a low level verbal ability. The most prevalent types of project instructional activities were reading programs and physical education and recreation. Guidance, counseling, and health services were the most frequent service programs. In addition to funds received for children of low-income families, Title I appropriations were received for handicapped, institutionalized delinquent, and migrant children. Since the Title I testing program was not completed at the time of this report, program evaluation was based on ratings by professionals and nonprofessionals in the local school districts. Arranged by county and school district, the report contains statistical data on allocations of funds and details of program expenditures. A summary of a summer project for children of migrant workers is also included.

Dustman, Rosemary (comp.) Counteracting School Dropouts: A Research Report. Springfield: Illinois State Office of the Superintendent of Public Instruction, 1967. 32p. ED 026 432 (MF - \$0.25; HC - \$1.70)

A committee of Illinois educators conducted a survey of the dropout problem in the state. Questionnaires were sent to secondary school administrators, 72 percent of whom returned a completed form. Information was sought on dropout prevention practices and programs. The document summarizes the highlights of the survey and also includes selected program descriptions from eight schools, as well as the committee's recommendations.

Dye, Thomas R. Politics, Economics, and Educational Outcomes in the States. Final Report. Athens: University of Georgia, 1967. 25p. ED 017 979 (MF - \$0.25; HC - \$1.35)

The effects of political, economic, and socioeconomic variables on educational

policies of the 50 states were examined in this document. Utilizing a systems analysis framework, the author explored numerous systemic outputs such as per pupil expenditures, per capita educational expenditures, and average teacher salary. The principal finding of the study was that economic development variables are more influential than political system characteristics in shaping educational policy in the states.

Gillingham, Jonathan. A Study of Dropouts: Dade County, Florida, Public Schools, 1960-1963. Miami, Florida: Department of Research and Information, Dade County Public Schools, 1964. 11p. ED 001 704 (MF - \$0.25; HC - \$0.60)

A group of 5,000 students from grades seven through ten were studied. Findings suggest that the general reason for dropping out was disinterest in school. On the average, the dropout had failed three subjects; 74 percent were retarded in one or more grades. The dropout was a poor reader, and his scholastic aptitude level was low. He did not work after school, nor did he participate in extra-curricular activities. He came from a low socio-economic area, usually from a broken home, and the educational level of his parents was low. To meet the needs of potential and returning dropouts, numerous recommendations made included: a flexibility of scheduling, an expansion of work-study programs, the development of a home contact program, the selection of teachers sympathetic to student needs, the initiation of plans for the in-service training of teachers, the development of a special program in reading, the provision of special tutoring, encouragement for students to participate in school activities, and the establishment of parent-teacher conferences. Agencies and community leaders should plan projects to supplement the work of the school and home in stimulating the potential dropout to expand his interest and improve his skills.

Independent School District Number 742, St. Cloud, Minnesota. Evaluation of a Comprehensive Planning Unit for Development of an Educational and Occupational Planning Program for Out-of-School Youth. 1967. 48p. ED 027 586 (MF - \$0.25; HC - \$2.50)

The primary purposes of this project were to provide data for developing operational proposals and programs for dealing with the dropout problem. Information and statistics were gathered about school dropouts in St. Cloud, Minnesota: age and grade, type of student, current functioning and future plans, expressed reasons for leaving, etiological factors, agency information and attitudes, and committee recommendations. Following each section of data and interpretation are recommendations relevant to that information. Recommendations include: (1) the need for more parental involvement and for continuing curriculum and grade study, (2) the importance of reading problems, (3) broadening the function of the guidance program and counseling services, (4) part-time programs, and (5) inter-agency involvement. The direct service aspect of the programs is also discussed.

Jacobs, James N., and Joseph L. Felix. Evaluation of the Impact of the Elementary and Secondary Education Act, Title I in the Cincinnati Public Schools after One Year and a Half. Ohio: Department of Instruction, Cincinnati Public Schools, 1967. 122 p. ED 018 527 (MF - \$0.50; HC - \$6.20)

This report assesses the general effectiveness of six separate compensatory education projects which provided: (1) early childhood education, (2) physical health services, (3) remediation of emotional, learning, and communication problems, (4) staff development, leadership and inservice training, (5) elementary school remediation and enrichment, or (6) secondary school remediation and enrichment. Data were gathered from surveys of teachers, students, and parents, and from academic achievement data. Pupil self-image, attendance, promotion rates, dropouts, psychological referrals, and vandalism were studied. Tables and graphs summarize project data.

Los Angeles City Schools, California. Implementation of Ad Hoc Directives on Equal Educational Opportunity. Third Informative Report. 1967. 116p. ED 015 992 (MF - \$0.50; HC - \$5.90)

This report of the Superintendent of the Los Angeles City Schools to the Board of Education presents in detail the specific ways in which the Board's directives on equalizing educational opportunity have been implemented. The 27 directives dealt with the general policy of equal education, the establishment of an office of urban affairs, compensatory education projects, school zoning, pupil transfers, and discipline and dropouts. There were also policies about a racial and ethnic census, teacher transfer and promotion, curriculum development, counseling services, and improved procedures for communications, public information, and community relations. The report alludes to materials and other exhibits in support of the efforts made to implement the directives.

Nachman, Leonard R. and others. Ohio Study of High School Dropouts 1962-1963. Columbus: Division of Guidance and Testing, Ohio State Department of Education, 1964. 83p. ED 029 049 (MF - \$0.50; HC - \$4.25)

A survey of the dropout situation in Ohio in 1962-63 is reported. Data are presented on dropout rate, month of dropout, and age, grade, and grade repetition. Also discussed are test information, attendance and discipline, maturity, family background, reasons for leaving school, future plans and activities of dropouts, and the exit interview. Dropping out is found to be related to one or more of five factors: characteristics of the youth, the reaction of the school to unsuccessful students, the home environment, availability of employment opportunities, and "historic events."

Nebraska State Department of Education, Lincoln and Omaha Public Schools.
Multiple Activities Program, ESEA Title I, September 1966 to September 1967,
An Evaluation. 1967. 26lp. ED 016 749 (MF - \$1.00; HC - \$13.15)

The Multiple Activities Program, a comprehensive compensatory education project for disadvantaged youth, is evaluated in this report. The basic data in the first section describes the number of the project's public and nonpublic school participants, project personnel, dropouts, students continuing their education beyond high school, and the project's coordination with other federal programs and with community action programs. In an additional section the project's 18 different activities are described and evaluated. These activities involved extended use of staff and facilities, volunteer tutoring, remedial reading, psychological services, community aides, enrichment, visiting teachers, programs for acoustically and visually handicapped students, curriculum consultants, child and youth study inservice teacher training, teacher consultants, special education, library services, speech therapists, evaluation, dissemination of project information, and a media center. The media center, which worked to acquaint teachers with innovations in teaching methods and materials, is noted as having been particularly successful. It is felt that the program effectively met its stated goals, although the report contains no evaluation data.

Office of State Superintendent of Public Instruction, Olympia, Washington.
Title I in Action: A Review of Projects in Washington State, 1965-1966. 1966.
5lp. ED 016 015 (MF - \$0.25; HC - \$2.65)

Eighteen compensatory education programs in Washington State funded under Title I of the 1965 Elementary and Secondary Education Act are briefly reviewed in this report. To a great extent these programs (mostly for elementary school students) provide remedial work in reading, writing, and oral communication. Many are also concerned with remediation in mathematics, science, social studies, and offer guidance and counseling. Other programs offer inservice teacher education classes, evening classes for high school dropouts, afternoon study centers, a health improvement program, and a program for migrant farm children. The description of each program is accompanied by a note substantiating the need for it, a brief discussion of evaluation plans, and the program's cost.

Reynick, Glenn R. State Annual Evaluation Report, Fiscal Year 1967, Title I,
ESEA. Cheyenne: Wyoming State Department of Education, 1967. 30p.
ED 015 998 (MF - \$0.25; HC - \$1.60)

Compensatory education projects in Wyoming funded under Title I of the 1965

Elementary and Secondary Education Act are evaluated in this report. Eighty-five percent of the projects had developmental reading activities, and some offered inservice teacher training, personnel training to diagnose learning difficulties, vocational education, and improved health services. Other features of the projects were nonpublic school participation, programs for handicapped children, innovative programs, and coordination with other federal agencies. Part of this report is an outline of the objectives, costs, number of participating students, staff, and evaluation plans or results of some of the innovative programs. Data on the average daily attendance in the projects, dropout rates, number of high school students in the projects who continued their education, and standardized test results are given in a number of tables. Some of the operating problems of the projects were caused by the late appropriation of funds and by the anticipation of funds which were not made available.

PROGRAM DESIGNS

Edwards, Thomas J. Cultural Deprivation: Ideas for Action. 1967. 16p.
ED 015 826 (MF - \$0.25; HC - \$0.90)

Educating the culturally different learner could be improved through action programs paralleled by experimental research. The identification of traits and environmental factors that reverse the effects of cultural deprivation and allow individuals to break out from their cultural cocoons and the presentation of the curriculum to the culturally different learner are two problems needing investigation. Basic learning deficiencies and psycho-social adjustment needs which handicap the culturally different learner should be recognized and provided for. Dialectical barriers could be checked by linguistic immersion or by allowing the learner maximum contact with standard American English so he could master vocabulary, pronunciation, syntax, and idiomatic expressions. Levels of aspiration and concept of self could be raised by constantly reassuring the learner of his capacity to learn and by allowing him successes. Knowledge of his experiential background, value system, and linguistic orientation is as significant as a continuous assessment of his strengths, weaknesses, and progress. Eventually, every culturally different learner could be able to participate with dignity, self-acceptance, and self-respect.

Fort, Joel. Youth: How to Produce Drop-Ins Rather Than Drop-Outs. Research Resume Number 38. Burlingame: California Teachers Association, 1968. 13p.
ED 030 916 (MF - \$0.25; HC - \$0.75)

The subject of youth in America lacks definition and young people are often given stereotyped labels. The reaction of others is frequently to the implied stereotype, rather than to young human beings. The life styles of youth involve questioning the Establishment and its goals, seeking to define the good life, and working to create a better America. In doing so many adopt life styles which differ from those accepted by the ordinary American middle class. Adult society calls attention to the drug scene, particularly in the legal sense, while continuing to overlook adult usage of other drugs having comparable effects. Sexual mores of young people are decried while older generations practice illegal sexual behavior. The radicalism ascribed to youth is actually a characteristic of a small percentage, the mood of most being apathetic. The institutions of society will have to become responsive to the individuality of young people and to allow the influence of youth to be a real force. Youth needs encouragement in seeking a sense of identity. They need to be met honestly in their search for answers to life-meaning for themselves and society.

Harris, Charles. "Springboards: Texts the Students Steal," Southern Education Report, 3 (6), January-February, 1968. 5p. ED 020 969 (MF - \$0.25; HC - \$0.35)

On the premise that ghetto youth are nonreaders mainly because most reading materials are uninspired, middle-class, and antiseptic, the Springboards Reading Program was developed. Presently implemented in Harlem (New York City) "street academies," the program utilizes a series of four-page booklets designed to interest disadvantaged male dropouts and motivate them to read. The vocabulary is at the fourth- to sixth-grade level. The youths' suggestions are used in choosing reading topics of maximum interest. Among the types of stories most in demand are those about job situations, urban problems, sports, and Negro leaders and other successful people. Academic subject matter is integrally woven into these stories. In a controlled classroom experiment students using this material showed significant increases in reading.

Indiana State University, Terre Haute. Upward Bound: War on Talent Waste at Indiana State University. 1967. 66p. ED 019 369 (MF - \$0.50; HC - \$3.40)

The Upward Bound Program at Indiana State University is the subject of this special issue. High school students for this precollege program were recruited in metropolitan areas which had active community action programs. The primary aim was to identify and redirect underachieving disadvantaged youth with potential and to encourage them to aspire to a college education. The individual articles in the issue discuss purpose, recruitment, and selection criteria, the theoretical framework, counseling services, and extracurricular activities. The program is described by participating instructors, who taught language arts, mathematics, study skills, perceptual skills, music, art, theater, and physical education. One article reports on some innovations, and another discusses the program during the academic year. There are sections on the administration and evaluation of the program and on its potential effect on education in general. A study of the influence of acting in a play on a student's adjustment is included. The final article urges the development of an urban-oriented education. There is an extensive bibliography.

Kaufman, Jacob J., and others. The School Environment and Programs for Dropouts. (Chapters 7 & 8). Pennsylvania: University Park Institute for Research on Human Resources, Pennsylvania State University, 1968. 62p. ED 028 133 (MF - \$0.50; HC - \$3.20)

Two experimental programs (diploma and skill training) for high school dropouts were based on the assumptions that positive interpersonal relationships and an

initial emphasis on nonverbal learning were necessary to counteract the rejection and verbal weaknesses experienced by those from a poverty culture. The success or failure of a teacher in his relationship with students depended first on his ability to relate to them personally--his attempt to understand the reasons behind their problems, his willingness to listen and admit his own shortcomings, and his concern first for the students and secondly for subject matter. His success in subject matter presentation depended upon the degree to which his students could relate to the material and upon his own flexibility, dynamism, and willingness to expend more than minimum effort. All successful teaching generated an atmosphere of positive acceptance of the students. The diploma program succeeded where the skill training did not for reasons which included the attitude of the administrator and teachers, scheduling, and the value attached to a diploma. Schools or programs for the disadvantaged should include individualized instruction and flexible scheduling and encompass a teacher education program that breaks down middle-class thinking.

Matthews, Charles V., and others. A Curriculum For Dropout-Prone Students: Delinquency Study and Youth Development Project. Edwardsville: Southern Illinois University, 1966. 158p. ED 010 331 (MF - \$0.75; HC - \$7.90)

A curriculum guide was prepared for a demonstration program (see Matthews below) with high school students who were considered potential dropouts. Selection was on the bases of (1) intelligence, (2) reading achievement, (3) general achievement, (4) socioeconomic status, and (5) school adjustment. Major emphasis was on providing the students with a sense of pride and accomplishment. Curriculum elements included (1) individualized reading, (2) social understanding, (3) science, and (4) arithmetic.

Matthews, Charles V. and John E. Roam. A Curriculum Demonstration Program for Dropout-Prone Students: Delinquency Study and Youth Development Project. Edwardsville: Southern Illinois University, 1966. 134p. ED 010 332 (MF - \$0.75; HC - \$6.70)

A demonstration program was conducted with slow-learning, socially alienated students (potential dropouts). Full-time classes were established for grades 7 to 12, containing special learning units in language arts, social studies, arithmetic, science, industrial arts, home economics, physical education, and work experience. The curriculum content and methodology of the classes were reported in a companion volume (see above). The experimental (demonstration) group was selected from students judged to be most dropout-prone on the bases of (1) intelligence, (2) reading achievement, (3) general achievement, (4) socioeconomic

status, and (5) school adjustment. A matched control group was formed which received neither curricular adjustments, work experience, nor services of non-teaching personnel who worked with the demonstration program. A statistical analysis of data obtained during a 3-year study indicated (1) the program was significantly successful in improving the holding power of school, (2) special reading and arithmetic programs produced significant gains in achievement, and (3) students in the work experience program did not significantly improve in their academic performance when compared with students in the control group. Additional study and revision of the curriculum were recommended.

Outward Bound, Inc., Andover, Massachusetts. Outward Bound in the Mainstream of American Education: A Synopsis of Six Outward Bound Mainstream Projects. 1967. 18p. ED 012 288 (MF - \$0.25; HC - \$0.90)

A synopsis is offered of six different Outward Bound programs, each of which is an adaptation of the basic outward bound philosophy of having young people recognize for themselves their physical, emotional, and spiritual capabilities so that they will develop a strong sense of self-reliance and inner strength. The Adams County, Colorado, Conservation Program to restore and transform an abandoned lot into a playground was an attempt to change the absenteeism, motivation, and academic achievement of two groups of high school boys. In Trenton, New Jersey, an exploratory program for urban disadvantaged youth included conservation work, park development, first aid, and rescue work. In Atikokan, Ontario, a wilderness environment, a course stressing outdoor skills and community service was offered to boys and girls throughout the school year as an extracurricular activity. A fourth program, conducted jointly by Outward Bound and the Job Corps in Collbran, Colorado, offered city-bred corpsmen training which included disaster and rescue training and the development of skills in camping, leadership, first aid, and fire fighting. Two other programs now being conducted are aimed at rehabilitating inmates. In Massachusetts, juvenile delinquents are being sent to existing Outward Bound schools as an alternative to institutionalization, and, in British Columbia, Outward Bound techniques are being used with young male recidivists.

Sepulveda, Betty R. Setting the Environment for Learning. 1967. 14p. ED 016 670 (MF - \$0.25; HC - \$0.80)

A number of steps must be taken by the teacher of culturally deprived elementary students to provide them with an optimal learning environment so that their intellectual retardation can be corrected and reversed. Because much of the alienation that the disadvantaged student feels is the result of a curriculum which

stresses future goals and dwells on what the student thinks is useless information, one's method of teaching must provide the student with a sense of immediate utility and reward. Timid and cautious students who are frequently classed as slow learners may be as intelligent as articulate students, but may need reassurance and a free atmosphere which allows for learning by doing. The teacher must also be aware that a student's readiness for each unit of material is of prime importance, and thus the curriculum must be carefully structured to expand sequentially. Difficulties with language can be overcome by allowing students to use their non-standard dialects without fear of intimidation by the teacher, while their knowledge of and competence with standard English is increased through such activities as choral reading and word games. Finally, programs for disadvantaged students must be diagnostic in nature and implementation, and based on an accurate appraisal of the child's potentialities and weaknesses.

Tanner, Daniel and Genaro Lachica. Discovering and Developing the College Potential of Disadvantaged High School Youth: The College Discovery and Development Program. A Report of the First Year of Longitudinal Study. New York: Division of Teacher Education, City University of New York, 1967. 263p. ED 011 683 (MF - \$1.00; HC - \$13.15)

This report presents a first-year summary of the College Discovery and Development Program instituted by the City University of New York and the New York City School System. The aim of the longitudinal program is to identify disadvantaged and under-achieving ninth graders and to develop their college potential in special high school development centers. In this first year, 579 students were identified and enrolled in five centers which provided small classes, block-time studies, cultural activities, and full-time counselors. The university faculty served as curriculum consultants, and college students tutored the youth. A summer program in connection with the "Upward Bound" program at Columbia University was also provided. Research using achievement and aptitude tests is being done to compare the disadvantaged youth to regular college preparatory youth in each of the five high schools. The centers are also being compared on socioeconomic factors and student test results. The longitudinal study offers opportunity for much related research, such as studies of attitudes and self-concept of the selected students.

COUNSELING AND GUIDANCE PROGRAMS

Alschuler, Alfred S., and others. Achievement Motivation Development Project . Interim Report Section I. Cambridge, Massachusetts: Harvard University, 1969. 212p. ED 029 139 (MF - \$1.00; HC - \$10.70)

Two objectives of this project were: (1) to discover what specific methods of arousing motivation are most effective for particular groups, and (2) to prepare instructional materials which will make the prototype achievement motivation course and motivational climates available to a wider number of educators. Attention is given to the methods (inputs) for arousing motives and ways of evaluating whether a motive has been aroused (yields). There are two general types of inputs: course inputs and environmental inputs. Course inputs may be placed in four groups: (1) teaching the achievement syndrome, (2) fostering goal setting, (3) providing cognitive supports, and (4) providing group supports. Environmental inputs are the opportunities and specific external cues for motives. Motivation is studied relative to potential high school dropouts, increases through structure and climate, and yields through individualized instruction.

Alschuler, Alfred S. The Achievement Motivation Development Project, A Summary and Review. Cambridge, Massachusetts: Harvard University, 1967. 33p. ED 016 252 (MF - \$0.25; HC - \$1.75)

The goals of this project are: (1) the identification of key variables in arousing motivation, and (2) the development of curricula which increase achievement motivation. The development of need achievement theory and research in this area are discussed. Methods of measuring motivation are described. Propositions basic to the study are: (1) goal setting, (2) motive syndrome, (3) cognitive supports, and (4) group supports. The hypothesized variables related to these propositions are being systematically added and subtracted in a series of motive arousal courses for adolescents. Students with high achievement motivation may find themselves operating contrary to school goals. This results in negative self-image formation and a distaste for school. The motive arousal course helps the student with high achievement motivation. Various motive arousal courses and their results are presented. A cognitive learning approach and an experience-based approach are compared. A motive acquisition course is outlined. Appropriate case studies, text materials, games, and exercises have been developed into an instrumented curriculum which will be available for classroom use. Implications for psychological education are discussed.

Anderson, Clara M. Project I3. Minnesota: Minneapolis Public Schools, 1966.
13p. ED 010 779 (MF - \$0.25; HC - \$0.65)

A program in low-income areas in Minneapolis provided the services of high school counselors to graduates and dropouts by (1) offering vocational guidance to unemployed graduates and actively assisting in job placement, (2) encouraging the return of dropouts to school and assisting in their readjustment to academic life, (3) organizing data on clients for use in current and future studies, including curriculum reforms, and (4) organizing a separate summer program to induce dropouts to resume schooling. Response to the program was encouraging, with the counselors making nearly 3,000 individual contacts in the initial six-month period.

Cumming, John F., and others. Project I3: Outreach Counseling, Minneapolis Public Schools. Progress Report. Minnesota: Minneapolis Public Schools, 1966. 58p. ED 011 676 (MF - \$0.25; HC - \$2.90)

A first-year evaluation of Outreach Counseling in four poverty areas of Minneapolis is presented. One counselor and one clerk were placed in each of three schools to work with graduates and dropouts of the class of 1965 and with community members or institutions seeking help. The counselor's activities included contacts with the individual students who had left school, parents, business representatives, social agency representatives, and educational institutions. A detailed followup study was conducted. Results of this study showed that differences between the high school graduates and the dropouts were significant at the .001 level on a chi-square test in such areas as present work, school attendance, father's occupation, and family status. A comparison of differential aptitude tests showed the graduates with higher mean raw scores and higher average marks in the ninth grade. Other areas compared were vocational and educational plans and participation in school activities of the graduates and dropouts. The report suggests areas of future work for the Outreach counselors and uses of data collected in the followup study.

Harrison, Newton and Helen Harrison. "Dropouts and a 'Design for Living', "
New Perspective on Poverty, Arthur B. Shostak (editor). Englewood Cliffs,
N.J.: Prentice-Hall, Inc., 1965. ED 014 507 (Document not available
from EDRS, available from publisher)

A training program for dropouts must teach not only skills but should also impart a set of social and esthetic values that provide a reason for earning a living.

The deprived background of dropouts fosters antisocial, anti-intellectual, and anticultural attitudes. Exposures to cultural activities alone is insufficient to alter deeply entrenched attitudes which can only be changed by a more dramatic approach. Rather, a training program, like a multifaceted "Design for Living" course, presented through discussions, lectures, trips, and projects, would better help the youth develop new value systems. Beginning by "localizing" the problems of living in the personal environment--the home--this course would guide the youth to see their personal complaints in terms of general human needs and psychology, and ultimately to view the individual as part of a total environment. After these youth become aware of the specific practical ways to control their own environment, they may have a reason for attempting to do so. In the process the dropout will become less culturally isolated.

Jones, Roy J. and David L. Terrell. Problems Associated with Developing a Realistic Employment Counseling Program for Disadvantaged Urban Youth. 1964. 52p. ED 011 016 (MF - \$0.25; HC - \$2.60)

A youth employment counseling center was established to provide a tentative working model for the setting up of new youth employment programs. Many of the socially disadvantaged youths (ages 16 to 18) served by the center had police records. The center's counseling staff was recruited from many disciplines and dealt only with the problems related to the youths' employment problems and with their developing a realistic and meaningful outlook about their future. Counseling and employment placement problems arose from the youths' inadequate means of expression, lack of know-how in taking written tests, academic handicaps, and self-defeating attitudes. The youths' police records and labor laws prohibiting youth employment further contributed to the problems of finding jobs for them.

McClelland, David C. Achievement Motivation Training for Potential High School Dropouts. Achievement Motivation Development Project Working Paper Number 4. Cambridge, Massachusetts: Graduate School of Education, Harvard University, 1968. 14p. ED 029 067 (MF - \$0.25; HC - \$0.80)

This pilot project sought to determine if instruction in achievement motivation would help potential dropouts to complete their schooling. Subjects were tenth grade students in a suburban Boston high school. A one-week residential course during winter and spring vacations was taken by one group of six boys and a second group of four. Equated matched control groups were set up. Course content consisted of learning about the achievement syndrome, exercises in self-study, planning future activities, and learning individual responsibility

from group living. Findings show that fully trained boys (those who remained in the course for the full five days) had improved academic performance and better attitudes toward school. On the whole, however, the results are said to be inconclusive. The project gains significance largely because the study is one of the very few which show that intervention can produce a significant improvement in "hard core" problem boys.

Moore, James W. New Programs and Trends in Guidance for Socially Disadvantaged Youth. 1963. 14p. ED 013 262 (MF - \$0.25; HC - \$0.70)

The Bureau of Guidance of the New York State Education Department initiates demonstration guidance projects for disadvantaged students which are conducted throughout the state. Proposals for these projects are submitted by the local school districts because guidance and educational projects conducted at this level are most promising. Project Able supports compensatory education programs on various grade levels for talented but deprived students. Talent Search is similar to Project Able except that it involves only disadvantaged secondary school students and offers them only additional guidance services. STEP (School To Employment Program), a work-study program, was established for potential dropouts. The now-completed Holding Power Project tried to discover how specific guidance services can reduce the dropout rate, and found that early identification of potential dropouts and close coordination of staff efforts increase school holding power. The total attitude and efforts of counselors, instructional staff, fellow students, and especially parents influenced a potential dropout's decision to stay in school. In general, as cultural mediator the slum school counselor must, unlike his suburban counterpart, reach out to communicate with students and parents to make them sensitive to courses of action which will lead them away from social and economic boundaries imposed by the ghetto.

Roseman, Martha O. Organization of Schools to Provide Academic Aid and Therapeutic Counseling to Disadvantaged Children. Baltimore, Maryland: Johns Hopkins University, 27p. ED 013 459 (MF - \$0.25; HC - \$1.35)

The helping teacher, or crisis teacher, program was initiated to serve culturally deprived and disturbed children in elementary school. It (1) assisted the underachiever, (2) provided guidance, counseling, and life space interviewing to a child in crisis, and (3) defined and improved the mental hygiene of students and staff. Assistance was offered in all academic areas. Most children showed some improvement, becoming highly motivated and less anti-social. Children

whose immediate problems cannot be solved in group situations can be helped at once by a crisis teacher whose major method for establishing rapport is based on the principles of ego psychology and life space interviewing. The working committee, consisting of the principal, helping teacher, visiting teacher, psychologist, and nurse, had frequent progress discussions with the entire staff, leading to acceptance and educational flexibility. Limitations of the program involved (1) the number, type, and age of underachievers serviced, (2) the short duration of the program, (3) the personality of the classroom teacher, and (4) lack of extension to junior and senior high schools. Two unanswered questions were: (1) are changes permanent? and (2) would they have occurred without the program?

Reswick, Joseph. The Effectiveness of Full-Time and Coordinated Guidance Services in the High School. Project Able, Fourth Annual Report. Brooklyn: New York City Board of Education, 1966. 27p. (MF - \$0.25; HC - \$1.35)

This annual report is an interim review for the school year 1964-65 of a five-year project with the 1965 graduating classes of three New York City high schools. The project was concerned with (1) identifying the potential abilities of the culturally disadvantaged students, (2) studying the effectiveness of increased guidance time with such students, and (3) assessing the use of full-time counselors and specialized personnel such as a psychologist and a social worker in the high schools. One high school was the control with a grade adviser system of counseling and no increased services. One of the experimental schools had a full-time coordinator and part-time counselors. The other experimental school had full-time counselors and specialized personnel on a part-time basis. Both experimental schools had an equal amount of increased guidance time. A random sample of 570 and matched samples (sex, age, and mental ability) of 192 were selected. The project hypothesis was that increased motivation, improved scholastic achievement, and lower attrition would result in the experimental schools with increased guidance time. In this fourth year of study, the criteria of course selection, course load, term averages, attendance records, and dropout rate showed no significant effect of Project Able.

Schreiber, Daniel. What Can Be Done to Reduce Academic Retardation in Minority Group Children? 1962. 11p. ED 014 516 (MF - \$0.25; HC - \$0.65)

The background and growth of the New York City Higher Horizons Program are described. In 1956, a pilot project was initiated in one junior high school to identify and stimulate able disadvantaged children. Its goals were to encourage higher aspiration levels, achievement, and an image of being

college-bound. Accordingly, the program included intensive individual counseling, group guidance lessons, stress on college and careers, and cultural enrichment opportunities which used the city's resources. An essential facet of the project was parent involvement and cooperation. Remediation in reading and arithmetic was also provided. Comparisons of pre- and post-project students showed gains in the number of courses passed, academic averages, high school graduating class ranks, I.Q. scores, behavior, and attendance. The success of the program led to its extension to 65 New York City schools, as well as to schools in other cities.

Shore, Milton F. and Joseph L. Massimo. "Comprehensive Vocationally Oriented Psychotherapy for Adolescent Delinquent Boys: A Follow-up Study," American Journal of Orthopsychiatry, 36 (4), July, 1966. 10p. ED 011 340 (MF - \$0.25; HC - \$0.50)

This article reported a two- and three-year followup study of 20 delinquent male dropouts, half of whom received ten months of a comprehensive, vocationally oriented psychotherapy program, half of whom did not. Metropolitan Achievement Test and thematic stories were used in assessments. A short interview obtained data on job history, legal and marital status, and education since the end of treatment. The boys were evaluated in terms of academic learning, self-image, control of aggression, and attitude toward authority. The treated group continued to show major improvement in all areas of ego functioning as seen in academic learning, personality attitude, and overt behavior. It appeared that the rate of improvement tended to decrease after the termination of formal psychotherapy. A small minority of the control group began to show some improvement in ego functioning. This was attributed to the passing of adolescence, which may have reduced some of the intensity of their antisocial behavior. Most of the untreated boys demonstrated marked and continued deterioration over time. Some were serving prison sentences as adult criminals. The authors concluded that the psychotherapeutic approach had brought about basic personality changes during the treatment period and helped to initiate a process whereby the delinquent could continue on his own in growing and adapting to the world.

SUMMER PROGRAMS

Godon, Rolf M. Evaluation of 1966 EOA Secondary Summer School Program, Research Report. California: Oakland Public Schools, 1966. 28p.
ED 018 512 (MF - \$0.25; HC - \$1.50)

Presented is an evaluation of a six-week summer school program for 502 disadvantaged students entering junior high schools in the fall of 1966. Program goals were to raise achievement levels, reduce summer learning losses, encourage aspiration and motivation for learning, and provide enrichment. These objectives were implemented by intensive required core programs in reading, language arts, and mathematics and by some elective classes. Field trips, free nutritional snacks, guidance personnel, a reading consultant, and a nurse were also provided. The appraisal of the program is based on pre- and post-achievement test results, student, teacher, and parent opinions as measured by questionnaires, attendance rates, and descriptions of the special services. Dropout and absence rates were high. Most of the 22 teachers felt that students had made "some" improvement of a "satisfactory nature," especially in motivation and attitude changes. Teachers also felt that class sessions were too long and that the procedures for screening and selecting students needed improvement. Most of the students and parents seemed satisfied. The major use of the guidance services was for discipline problems. Test results show gains in all areas except spelling.

Hickman, Ralph C. The Dropout Phenomenon: A Plan of Action. Santa Anna, California: Orange County Board of Education, 1967. 416p. ED 017 951
(MF - \$1.75; HC - \$20.90)

A three-year summer school program for high school dropouts and potential dropouts is described. Emphasis is placed upon (1) self-analysis leading to new attitudes, (2) improved mastery of English, reading, math, and study skills, (3) a successful educational experience which increases student confidence, and (4) a professional staff which is exceptional in teaching ability and trained in either group guidance, vocational guidance, or team teaching. The school was attended by 300 students. Special aspects of the program included (1) a curriculum based on the creative analysis approach to problem solving, (2) parent involvement, (3) health examinations and deficiency correction, (4) field trips, (5) training in test taking, (6) careful test interpretation, (7) encouragement of extracurricular activities, (8) an extensive followup program, and

(9) variation of class sequence for each student each day. The program description covers these areas: the need for this type of school, counseling and guidance, vocational guidance, dropout studies, curriculum, extracurricular activities, health appraisal, psychological data and evaluation, the follow-up, program evaluation, dropouts compared to stay-ins, knowledge about the dropout, and a pilot dropout program for students completing sixth grade.

Hillson, Henry T. Report on the Summer Session of the College Bound Program, July-August, 1967. Brooklyn: New York City Board of Education, 1967. 18p. ED 016 728 (MF - \$0.25; HC - \$1.00)

The College Bound Program was designed to develop the college potential of disadvantaged ninth- and tenth-grade high school students. Before entering the program, 1,800 "academic risk" students participated in a summer session to ease their transition from junior to senior high school. Most of them were entering high school with reading scores as much as two and a half years below grade level. During the summer they were given a three-hour daily session of intensive instruction in English and mathematics in small classes and with individual help from college student aides. Counseling services for students and the use of family assistants were also features of the program. The results of tests administered before and after the summer session showed that the students made a median reading gain of four months and an average arithmetic computation gain of almost two years. However it is felt that the achievements of the program should be judged only after three or four years of student exposure during the regular academic year. The report discusses the attitudes of the students and the roles of the teachers, aides, and supervisors in the program, and provides descriptions of the mathematics and English syllabuses, the library program, the guidance services, and the functions of the family assistants.

Murphy, Sara. First Come Love and Understanding. Nashville: Southern Education Reporting Service, 1968. 8p. ED 020 042 (MF - \$0.25; HC - \$0.50)
This article appears in the Southern Education Report, 3(7):24 - 27, March 1968.

As a result of a study by the Arkansas Department of Education on the needs of migrant children, a grant was obtained for the purpose of establishing a special summer school program for migrant youth in the extremely economically depressed Springdale, Arkansas, School District. This site was chosen because of its close proximity to a large migrant labor camp and the characterization of its schools as having an extremely high dropout rate (as high as 50 percent in the all-Negro Childress High School and between 10 and 15 percent in the formerly all-white

Wynne High School). Most youngsters in this category are required to abandon school in order to assume a large share of the financial responsibility of the family. Emphasis of the special summer school program has been on the creation of an atmosphere in which success may be easily achieved. An important aspect of the program is a series of home visitations by the teachers involved to enable them to gain insights into the background of the children so that help in the form of food, clothing, and needed medical attention may be dispensed with maximum effectiveness. Parent-teacher conferences have met with very good success in many instances.

Office of Education (DHEW), Washington, D.C. The 1963 Dropout Campaign: Summary and Analysis of the Special Summer Program to Combat School Dropout Financed from the President's Emergency Fund. 1964. 36p. ED 029 052 (MF - \$0.25; HC - not available from EDRS)

Reported is the 1963 special summer dropout prevention program financed by the President's emergency fund and by various other national, state, and local agencies and organizations. The document summarizes the dropout campaign and describes briefly the types of programs and methods used to identify and contact dropouts and potential dropouts. Also noted are "promising" trends and activities, including some administrative and curricular adaptations made by schools. Suggested future activities are mentioned.

Tanner, Daniel and Genaro Lachica. The Effects of an In-Residence Summer Program on the Academic-Year Performance of Underachieving Disadvantaged High School Youth. 1967. 23p. ED 012 677 (MF - \$0.25; HC - \$1.15)

A New York City program to identify disadvantaged youth with undiscovered college potential at the end of ninth grade, to improve their motivation and achievement in school work, to develop their expectations for college entrance, and to improve their chances for success in college, is described. During the spring of 1965, 579 disadvantaged boys and girls were selected on the basis of earlier school performance, severe socioeconomic handicaps, standardized test performance, and counselor and teacher recommendations. An experimental group of 145 students randomly chosen from the group was given a special eight-week, in-residence summer program on the Columbia University campus, an Upward Bound pilot project designed to overcome educational deficiencies, develop improved attitudes toward learning, and develop more effective study habits. This was followed by a special school-year program given in five high school development centers, including tutorial services, curriculum guidance, a cultural program, remedial work, block-time classes, and individualized

instruction. The control group of 424 students was exposed only to the special school-year program. At the end of the school year, the two groups were compared for grades, regents examination scores, attendance, and dropouts. The experimental group showed a slight advantage. Further results and recommendations are given. Tables and references are included.